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IDENTIFIERS Project CHOICE

ABSTRACT

This junior high teaching unit on careers using dramatic skills is one in a series of career guidebooks developed by Project CHOICE (Children Have Options in Career Education) to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. The unit follows a typical format that includes the rationale, goals, performance objectives, instructional strategy, evaluation, and suggested instructional materials (including books, films, and filmstrips). The remainder of the unit is comprised of instructional activities designed to acquaint students with other career possibilities which employ speech and acting skills, and to help students understand the relationship between well-developed speech and acting skills and success in other career areas. (The unit is one of five on careers in fine arts and humanities. For these and junior high units in other career clusters, see CE 025 738-765.) (LRA)

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FOREWORD

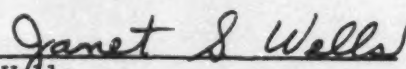
Project CHOICE: Children Have Options in Career Education, is an Exemplary Project from the San Diego City School District, which has been adapted, with ESEA Title IV-C funding, for Kern County Schools.

Through Project CHOICE, units have been developed to provide the classroom teacher with a source of career-related activities linking classroom experiences with the world of work. All students, regardless of their post-high school plans, share an equal need for career awareness, decision making skills, and other elements of career education. This goal can be accomplished if all teachers and counselors "fit" the appropriate units where they best apply in the curriculum.

We are indebted to the San Diego City School District, and the Project CHOICE staff, for developing and field testing the original units.

For their excellent work in re-writing the units in order to adapt them for use in Kern County Schools, we wish to recognize:

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A CAREER EDUCATION UNIT FOR JUNIOR HIGH SCHOOL

CAREERS USING DRAMATIC SKILLS

Fine Arts and Humanities Career Cluster

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A CAREER EDUCATION UNIT FOR JUNIOR HIGH SCHOOL

CAREERS USING DRAMATIC SKILLS

Fine Arts and Humanities Career Cluster

RATIONALE

Many students enjoy the speech and dramatic arts and seek a career which will permit them to use skills in this area. Since employment opportunities in the acting professions are scarce, this unit is designed to acquaint students with other career possibilities which employ speech and acting skills, and to help students understand the relationship between well-developed speech and acting skills and success in other career areas.

GOALS

Through this unit, the students will:

- Become aware of career opportunities in fields which utilize speech or drama skills.
- Explore areas of speech and drama other than acting.
- Develop career expectations which include alternatives to acting as a profession.

PERFORMANCE OBJECTIVES

By the end of this unit, the students will be able to:

- Report on one field related to speech and drama where employment is available.
- List at least six areas of drama other than acting and be able to suggest places of employment.
- Demonstrate one of the following occupations: children's librarian (storyteller), clown, puppeteer, magician, ventriloquist, mime, demonstrator, square dance caller, fashion commentator, auctioneer, acrobat, tour guide, teacher.

INSTRUCTIONAL STRATEGY

This curriculum unit has been designed for use by a class, small group, or individual student. So that the materials can be easily duplicated for individualized instruction, all learning activities are written for the student. Activities designated ALL are intended to provide factual information, those designated YOUR CHOICE have been included to provide

experiential activities which draw upon this background. This technique also provides an opportunity to put decision-making skills into action in the classroom, a process important to career development.

EVALUATION

It is important to evaluate the effectiveness of this unit in terms of the learning that takes place as well as reactions of the learner. A sample inventory has been provided, which can serve to both introduce the unit and assess its effectiveness, or the teacher may wish to develop his/her own.

SUGGESTED INSTRUCTIONAL MATERIALS

Use Career Center materials such as the Occupational Outlook Handbook, VIEW materials, and occupational briefs, brochures and other materials.

Some of the following films, tapes and videotapes may be used to provide background and insight for a group of students who share a particular career interest.

Films: Key To a Future (Librarian)
Mayor
Sea World (Public Relations)
Your Career in Aviation
Career With a Double Future (Home Economics)
Expanding Horizons: Opportunities Unlimited (Home Economics)
Beauty, Charm and Fashion Modeling
How To Succeed in the People Business (Modeling, Advertising)
Making That Sale (1952)
Approach (1952)
Prospecting (1952)
Salesmanship: Career Opportunities
Through the Mirror
You Are the Star: A Close Up on Selling
You've Sold Me, Mrs. Marlowe (Restricted)
Music: Career or Hobby?
Circus
Dancer's World
The Mime

Tapes: Your Future As a Commercial Airlines Stewardess
Your Future in Beauty Culture
Your Future in Selling

AVAILABLE IN INSTRUCTIONAL RESOURCE CENTER: OFFICE OF THE KERN COUNTY
SUPERINTENDENT OF SCHOOLS

(Please preview first, to be certain of suitability for specific students
and situations).

Films: MP 1937 Animation Pie
MP 1358 Magic of Communicating
MP 1113 Animation Goes to School (4-8)
MP 1368 Phantasy (7-12)
MP 1360 Microphone Speaking (4-8)
MP 1397 Speech Skills-Using Your Voice Effectively (7-12)
MP 1425 Your First Speech (7-8)
MP 703 ABC of Puppet Making-Type 1 (4-8)
MP 704 ABC of Puppet Making-Type 2 (4-8)
MP new The American Film (9-14)
MP 2430 Is a Career in the Professions for You? (9-14)

COMMUNITY RESOURCES

Bakersfield Community Theatre; 831-3256.

North-of-the-River Junior Theatre; Bakersfield; Don Vann; 399-2906.

A CAREER EDUCATION UNIT FOR JUNIOR HIGH SCHOOL

CAREERS USING DRAMATIC SKILLS

Fine Arts and Humanities Career Cluster

INSTRUCTIONAL ACTIVITIES

ALL:

1. PRETEST

Take the written pretest to find out how much you already know about careers using dramatic skills.

2. PUTTING DRAMATIC SKILLS TO WORK

Although professional, full-time careers in acting are hard to find, many careers require the use of dramatic skills. These careers range from appliance demonstrators and attorneys to tour guides and ventriloquists, and the choices are numerous. Study the fact sheet "Careers Using Dramatic Skills," it not only names many of these careers but tells you about the level of training and a few of the abilities required for success in this field.

Choose one of the careers described on the fact sheet and find out more about it. Using materials in your school's Career Center, determine what sort of training is required, what the current salary range is, and what the current job outlook in this field is. Use the "Career Information Worksheet" as a basis for your Career Center research. Be prepared to tell your class what you have found out about this career.

YOUR CHOICE:

3. Choose at least one performing activity and at least three activities from the WRITING, SPEAKING, RESEARCH and ART categories. Make a list of the activities you plan to complete and have your teacher approve that list. This becomes your contract for satisfactory completion of this unit.

4. POST TEST

Take the written post test to find out how much you have learned during this unit on Careers Using Dramatic Skills.

CAREERS USING DRAMATIC SKILLS

KEY: College: This means that College is either necessary or strongly recommended
 School: There is either a special training school necessary or available
 Special Skills: Something out of the ordinary is needed (like juggling ability)
 Person to Person: Most of this job consists of dealing with one person at a time
 Performance: This job is primarily performed before audiences
 Physical: There are physical requirements to this job
 Persuasive-Sales: This job requires someone to persuade others to act
 After School: There may be jobs in this field you can get now
 Union: Union membership is either required or recommended for this job
 Amateur: You might be able to make a business of this while still in school
 License: A specific license or bonding is required for this job

	College	School	Special Skills	Person to Person	Performance	Physical	Persuasive/Sales	After School	Union	Amateur	License	VIEW Available
TEACHER--elementary, secondary, specialty	X		X	X	X		X				X	7
TELEPHONE OPERATOR		X	X	X					X			70
THEATRICAL AGENT			X	X			X			X	X	
TOUR GUIDE					X			X		X		
TRAVEL AGENT	X			X			X					73
VENTRILOQUIST			X		X	X		X		X		

PERFORMING CAREERS

ACTOR	ok	X	X		X			X	X	X		
ANNOUNCER	ok		X		X	X			X			72
DANCER	ok	X	X		X	X		X	X			
MUSICIAN	ok	X	X		X			X	X	X		
SINGER	ok	X	X		X				X	X		

CAREERS USING DRAMATIC SKILLS (Cont.)

TECHNICAL CAREERS Television or Theatre

	College	School	Special Skills	Person to Person	Performance	Physical	Persuasive/Sales	After School	Union	Amateur	License	VIEW Available
ADMINISTRATOR			X	X			X					
CAMERA OPERATOR	ok	ok	X	X					X			
CASTING DIRECTOR			X	X					X			
COSTUMER	ok	X	X	X				X	X	X		
DIRECTOR	ok		X	X			X		X	X		
LIGHTING DESIGNER	ok	X	X						X	X		
MAKE-UP ARTIST	ok		X	X					X	X		
NEWSWRITER	X		X						X	X		
PLAYWRIGHT, SCRIPTWRITER	ok		X	X			X	X	X			
PRODUCER	ok		X	X			X			X		
SCENE DESIGNER	ok	ok					X		X	X		

ACROBAT		X	X		X							
AUCTIONEER			X		X		X					
ANSWERING SERVICE				X								
CHILDREN'S PARTY HOSTESS			X	X	X		X	X		X		
CLOWN		X	X	X	X			X		X		
CONVENTION HOST				X	X							
DEMONSTRATOR			X		X		X			X	X	
FASHION SHOW COMMENTATOR		X	X		X					X		
FASHION SHOW PRODUCER	X	X	X	X	X	X	X			X		74
HOME ECONOMIST	X		X	X			X					71

CAREERS USING DRAMATIC SKILLS (Cont.)

	College	School	Special Skills	Person to Person	Performance	Physical	Persuasive/Sales	After School	Union	Amateur	License	VIEW Available
INSURANCE--CLAIMS ADJUSTER	X		X	X			X					71
LIBRARIAN--Adult, Children's	X		X	X	X			X		X	X	74
MAGICIAN		X	X		X		X	X	X	X		
MIME		X	X		X	X		X		X		
MINISTER	X	X	X	X	X		X				X	
MODEL--Showroom, House, Tea				X	X	X	X					74
MUSEUM LECTURER	X		X	X	X							
NEWSPAPER REPORTER	X		X							X	X	71
PERSONNEL	X		X	X			X			X		71
POLITICIAN/LAWYER	X		X	X	X		X			X		71
PUBLIC RELATIONS	X		X	X	X		X					73
PUPPETEER			X		X			X	X	X		
RECEPTIONIST				X				X		X		
RECREATION LEADER	X	X	X	X	X	X		X		X	X	71
SALES PERSON--Party, Real Estate, Retail, House to House, Telephone		X		X	X		X	X		X	X	73 74 75
SANTA CLAUS		X		X		X				X		
SPECIAL SERVICES (A. Forces)	X	X	X	X	X	X	X					
SPEECH COMMUNICATION ADV.			X	X			X					
SP. THERAPIST/AUDIOLOGIST	X	X	X	X							X	70
SQUARE DANCE CALLER			X		X					X		
AIRLINE FLIGHT ATTENDANT		X		X		X			X			70
SUMMER CAMP COUNSELOR	X	X	X	X	X					X		
SUMMER THEATRE			X		X					X		

CAREER INFORMATION WORKSHEET

1. Using the list of Careers Using Dramatic Skills select a career which you would like to learn more about. Name this job.

2. List as many jobs related to this occupation as you can.

a. _____	b. _____
c. _____	d. _____
e. _____	f. _____

3. What personal qualifications should you have in order to be successful in this career?

4. What training is required in order to qualify for this job?

5. Briefly describe the working condition of this career, i.e., working hours, location where work is performed, people you would work and be associated with, etc.

6. Describe, in a few sentences, what you would do during an average working day in this job.

7. What do you think the opportunities for advancement would be in this career?

8. What salary or income can you expect to be making in this career (beginning, five years, ten years, twenty years).

9. In what ways do you think this career is important to society?

10. List several things you think you would like about this career.

11. List what you would dislike about this career.

CONTRACT--DRAMATIC SKILLS ACTIVITIES

This contract, when completed and signed by both parties is an agreement for action to successfully complete the unit on "Careers Using Dramatic Skills."

Date Due _____

_____ 1. PRETEST

_____ 2. PUTTING DRAMATIC SKILLS TO WORK

_____ Career Information Worksheet

_____ Brief Report to the Class

_____ 3. PERFORMING ACTIVITY

Number: _____ Description: _____

Activities from WRITING, SPEAKING, RESEARCH, ART categories:

Category: _____ Number: _____

Description: _____

Category: _____ Number: _____

Description: _____

Category: _____ Number: _____

Description: _____

_____ 4. POST TEST

Signed: _____
(Student)

Witness: _____

Teacher: _____

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CAREERS IN DRAMA

PERFORMING

1. Put together a mime performance with some kind of a story three to five minutes long.
2. Practice and perform a ventriloquist act using some kind of dummy.
3. Perform a puppet show three to five minutes long. (See research and art sections for related activities.)
4. Organize a fashion show and commentate it. The show could use fashions, costumes, nostalgia, thrift, wierd ugly, clothing as a subject, or anything you feel would fit into the format of a fashion show. Fifteen minutes maximum.
5. Get eight people to help you and act as caller for a square dance. Do one full dance number.
6. Find or invent an exercise which could be used at a recreation center. Supply all needed materials and lead the class in doing the activity.
7. Lead the class on a tour of something--the school, the classroom, or turn the classroom into something imaginary and tour them through that (like a chamber of horrors, a castle, a space platform, etc.).
8. Tell a story to the class as though they were small children four or five years old. Ten minute maximum.
9. Tell a story to the class as though they were a group of ladies at a bookclub.
10. Write and perform a sales pitch for a school organization, product, or activity.
11. Write and perform a radio show.
12. Plan and perform an acrobatic or dance routine of about three minutes. You may use props, costumes, other people as you need them.
13. Plan a five minute magic show and perform it for the class. You may use props or costumes as necessary.
14. Perform a song for the class, with appropriate choreography, music and costumes. This should look as professional as possible.
15. Arrange an auction and serve as auctioneer. (If you are actually going to collect money, you should check with the teacher and probably the principal.)

ART

1. Make a collage of makeup pictures. Include at least fifteen pictures. You may use one of the following themes: straight, old age, clown, monster, wigs and mustaches, unusual. Ten more points for designing two original makeups of your own.
2. Make a collage of costume pictures. Try to find at least ten pictures showing costumes from the past or future.
3. Pick a play and design the costumes for it with drawings and pieces of material or colors to be used.
4. Make a poster on 12x18 paper in color advertising or selling one of the following: plane trip, puppet show, fashion show, magic show, mime show, tour, political candidate.
5. Design a program and a poster for the play of your choice. Be sure to tell the title, date, place and prices.
6. Design an original set for a play of your choice. Fifteen more points for making a model of the set.
7. Design a lighting plot for a play of your choice.
8. Design and sketch party decorations for a children's party and make samples. (This is easier to do if you give the party a theme like Circustime.)
9. Illustrate a story with at least five illustrations in color or ink. You might combine this with an original children's story from the writing section.
10. Make at least three puppets for a puppet show (see performing and writing sections for related activities.)

SPEAKING

1. Give a campaign speech; try to persuade someone to vote for you or your candidate.
2. Demonstrate the use of some object; try to persuade members of the audience to buy it. (Like they do at department stores with sets of pans or graders.)
3. Give a five-minute newscast. (See writing section.)
4. Pretend you are a house to house salesman. Convince the audience to buy your product. You may use props. You could be the Fuller Brush man, an Avon Lady, an Encyclopedia salesman, a cemetery plot salesman, or others approved by the teacher.

WRITING

1. Write an original children's story.
2. Fill in a job application, or write a letter of application.
3. Write a sermonette: a short sermon of the type which is sometimes broadcast just before a TV station goes off the air for the night.
4. Write the news stories for a five minute news broadcast. You may take them from newspaper articles, but clip all the articles you used to your script. (See speaking section for related activities.)
5. Write a takeoff or a satire on a current TV show in script form that will play five minutes or more.
6. Make up a new TV show and write a sample script for it that will play ten minutes or more.
7. Write an original one-act play of about ten pages in dialogue form. Do not use more than one set in your play.

RESEARCH

1. Read the newspaper Entertainment section every day for a week and post it on the bulletin board in your classroom each day. List ten acts which you think the class might like to attend.
2. Find out and list requirements for joining Actor's Equity or one of the other unions like AFTRA, required from workers on the list.
3. Look through the yellow pages of a current phone book and find sections of performers. Look up entertainers, clowns, puppeteers, magicians, theatrical agents and any other heading you may find. List ten of the wierdest or most interesting ones you find.
4. Collect newspaper articles of people doing jobs of the type in this unit.
5. Write a three to five page report on the history of magic, ventriloquism, or puppetry. Ten more points for the oral report. (See performing and art sections for related activities.)
6. Research and teach a lesson on history of theatre, makeup techniques or an original subject approved by the teacher. Ten to fifteen minutes long.
7. Invent or find five other jobs which use things you learn in Speech or Drama and add them to the list. Be sure to find out so you can check the correct columns.

8. List your qualifications and write a letter applying for an after school job from: the museum, Community Theatre, a local politician, the YMCA or YWCA, a puppeteer, the Bakersfield Convention Bureau, an auctioneer, the Girl or Boy Scouts, etc. Five more points for sending the letter.

CAREERS USING DRAMATIC SKILLS

PRETEST AND POST TEST

1. Tell how dramatic skills are important to a person in each of these fields:

- a. Attorney
- b. Summer Camp Counselor
- c. Telephone Operator
- d. Door to Door Salesperson
- e. Insurance Claims Adjuster

2. Name six careers (other than those listed in question 1) in which dramatic skills are important for success.

- a. _____ b. _____
- c. _____ d. _____
- e. _____ f. _____

3. List four places in Kern County where a person could look for jobs which use dramatic skills.

- a. _____
- b. _____
- c. _____
- d. _____